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ABSTRACT

This discussion of a model for law librarianship continuing education programs consists of three parts: (1) the background of law librarianship, including a comparison of education programs in other professions and a general discussion of continuing education; (2) a description of a regional plan for assessing the profession's education needs; and (3) an explanation of the American Association of Law Libraries Education Committee proposals for continuing law library education, including an explanation of the role of the Education Committee. (FM)

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TOWARD THE MORE EFFECTIVE CONTINUING EDUCATION OF LAW LIBRARIANS

Sarah K. Wiant and others

AALL Education Committee

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AALL EDUCATION COMMITTEE: TOWARD THE MORE EFFECTIVE CONTINUING EDUCATION OF LAW LIBRARIANS

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Sarah K. Wiant: INTRODUCTION

We are here to discuss a model for law librarianship continuing education programs. Our presentation will be in three parts; the background of law librarianship education; a description of a regional plan for assessing our education needs; and an explanation of the Education Committee proposals for continuing law library education and the role of the Education Committee

Anita L. Morse: LAW LIBRARIANSHIP: THE CONTINUING NEED FOR PROFESSIONAL EDUCATION

My presentation is on the background of law librarianship education. I intend to discuss our continuing need for professional education standards. I will compare the growth of law librarian education with other professional education programs. Finally, I will discuss the relationship of competency based entry level education and continuing education.

A. Background of Law Librarianship

Law Librarianship is striving to be a profession. One writer has defined professions as fields that have the following common traits:

"Each(profession) renders essential services to society. Each is governed by ethical principles which emphasize the virtues of self-subordination, honesty, probity, (and) devotion to the welfare of those served. Each has requirements for admission to the profession which are regulated by law.

Each has procedures for disciplining those whose conduct violates ethical standards.

Each depends upon a body of specialized knowledge acquired through formal education.

Each has developed a language of its own, in its more sophisticated forms understandable only to the initiated." (1)

It can be seen that law librarianship has many of these attributes; however, it is deficient in at least two respects. First, formal educational requirements are not standardized through accredited programs. Second, there is no entry level competency.

In fact, no single field, except perhaps medicine, can fully satisfy the requirements set forth in this definition. The characteristics of a profession are ideals toward which most fields, including law and law librarianship, are still striving, and the reasons for striving toward this goal can be understood by exploring the historical development of the professions.

LAW

Law is typical of the professions in beginning as a service performed by individuals who soon developed a specialized body of knowledge which was imparted to others through apprenticeship programs. This system soon gave way to the proprietary school system, exemplified by the Litchfield School, which attempted to systematize the growing body of law. The proprietary training programs were intermediate steps to university programs in legal studies which emphasized natural law and moral philosophy as well as statute and case law. The Langdellian model at Harvard Law School finally bridged the gap between practical office training and

university based training.[2]

It was, however, the American Bar Association, through its Section on Legal Education that has exerted the greatest control over legal education and admission to the bar. The ABA was founded in 1878, and one of the first standing committees was the Committee on Legal Education (renamed Section in 1893). The ABA urged states to require attendance in law schools, established by public authority if necessary, for admission to examination to the state bar. In 1899, the Section of Legal Education urged that law schools should be brought into association with the ABA, and the following year thirty-five schools established the American Association of Law Schools (AALS.) The AALS required that its members admit only candidates who had completed highschool and required a two-year course of study. In 1905, the requirement was changed to three years of study. The AALS, however, did not succeed in enforcing standardized education as a requirement for admission to the bar in any jurisdiction.

In the early 1900's, a series of reports by the Carnegie Foundation on education for the professions spurred action for reform. The Reed Report, however, unlike the studies of other professions, did not recommend abolishment of the apprenticeship system as a alternative method to admission to the bar. It was the Root Committee Report of the ABA that supported the AALS demand for uniform admission standards and and an academic degree as an essential qualification for admission to the bar. In 1922 the ABA called a meeting of State Bar Associations led by Elihu Root and Chief Justice Taft to gain support for state regulation. The ABA published its first list of approved schools in 1923. In 1927, the ABA and the AALS began their programs of approval inspection and reinspections. By 1931 thirty-three states required a three-year law program.[3]

It was the powerful ABA that succeeded in enforcing educational standards on the legal profession and not the AALS; association power rather than academic excellence was the telling point. The AALS and the ABA now cooperate in the inspection

and approval of law schools, but it is attendance of an ABA accredited school that is the requirement for admission to most state bars.[4]

Academic programs in legal education are, therefore, tailored to the needs of the profession. This fact has created a trend toward academic programs that satisfy entry-level compentency requirements. In turn, the need for standardized professional programs has contributed to a need for continuing education for specialization in law. This trend is matched by the development of other professions and will be discussed later.[5]

In this quest for standardization of legal education, the ABA and the AALS have imposed regulations on law school libraries. The standards deal with quantitiative levels of holdings and only lightly touch upon the qualifications of the library personnel. The standards speak to separate degrees in Law and Library Science. Law Librarianship has, in fact, developed separately from legal education.[6] It began as a subject in librarianship and remains, even at the highest level of development, under the control of graduate library science education programs. It is necessary, therefore, to study the evolution of librarianship education in order to see where law librarianship is today.

LIBRARIANSHIP

Librarianship shares a similar development pattern with law. Librarians were trained as apprentices, and the first educational program was Dewey's School of Library Economy, established at Columbia University in 1887. The early debate in the library field was whether librarianship was a separate academic discipline or whether it was practical experience after a good prior education.

The American Library Association, founded in 1876, formed its first committee on education in 1883. Later committees included the Committee on Library Examinations and Credentials formed in 1900, the Committee on Library Training, 1903,

the Committee on Standards of Library Training, 1905, and the Section on Professional Training for Librarianship, 1909. Another Carnegie Foundation funded study, the Williamson Report, Training for Library Service,[7] formed the basis for subsequent ALA action. In 1924, the ALA formed the Board of Education for Librarianship for the accreditation of library school programs.[8]

Accreditation is extended only to "basic program(s) of graduate education for librarianship which is scheduled for completion after a minimum of five years of study beyond the secondary school and which normally leads to a master's degree."

A similar comparison of ALA and ABA Association power cannot be made, however, with regard to gaining control over entry into the profession. The few accredited ALA library schools represent but a small fraction of institutions offering library training today. There is no relationship between those state certification programs that exist for public and school librarians and ALA accreditation.[10]

One writer has suggested that differences in public interest, monetary resources, and singleness of purpose were some of the reasons that librarianship did not achieve the same degree of entry level control and uniform professional standards as law over its practitioners.[11]

The response of one Library School Dean is noteworthy in reference to the conclusion of this commentator that librarians lack that single-minded purposefulness essential to creating a profession.

> "To standardize education we have to have defined goals. We don't know what a librarian's role in society should be these days; (therefore) there is no way to standardize education for a specialty." [12]

It is true that librarians are not perceived by the public to be an essential public commodity. It is also true that monetary resources are not as great, but this fact is more of an effect than a cause. The more apparent reason is that librarians have not defined themselves as a unique profession. I would suggest

it is because we are identified as an integral part of another subject area or institution, eg., law librarians, medical librarians, school librarians, public librarians. Development in professionalization of librarians has been through special library organizations. The Medical Library Association is the outstanding example of success. At least seven graduate programs in medical library education are now part of ALA accredited M.L.S. degree programs.[13]

Specialized Programs in Medical Library Education	Date
University of Chicago	1966-
U. C. L. A.	1966-
Case Western Reserve University	1967-
University of Minnesota	1967-
University of Illinois	1968-
University of Missouri	1970-
University of Southern California	1970-
Illinois Institute Tech.	1971-

Seven of the programs are part of an ALA accredited master's degree program which requires the program "should develop professional librarians grounded in the fundamental principles and processes common to all types of libraries and all phases of library service ..... and may include specialization in one or more types of library work." Admission requirements for the program are similar to the traditional master's degree in library science; however, two of the programs require an undergraduate science degree or a minimum amount of science credit hours. Recruitment for these programs appears to be active, including trips to undergraduate science departments.

The program content varies; however, all of the programs demand a core curriculum in librarianship and four of the programs include a practicum. In addition to the core courses, students take electives in biomedical/scientific librarianship and interdepartmental courses in business, public administration, and biological or health sciences.

Although all of the programs include interdepartmental, health science courses, the greatest areas of concern voiced by medical librarianship program directors is the remaining lack of coordination of programs with the subject discipline. Other

problems include integration of specialization with the total library curriculum, recruiting qualified faculty, and scheduling of the practicum. Library schools are, however, firmly opposed to further subject discipline standardization of the programs. [14]

In 1974, MLA promulgated a "Code for the Certification of Health Science Librarians and Library Technicians," (Rev. Code, 1974) effective for professional levels on January 1, 1978. [15] Certification is achieved by graduation from an ALA accredited library school program and a passing grade on an entry level competency examination and two years of post-library degree experience in a health science library in a professional post. Provisional certification for five years can be obtained through satisfying the education and examination requirement. Recertification through continuing education or examination is required. [16]

At present the certification program is voluntary. It might be suggested that the following future scenario will take place. The MLA will pressure state legislatures to require licensing of health science librarians under the auspices of the MLA. The MLA will then be the major accrediting body for academic and admission purposes. Library science programs will respond favorably to state regulation because it will ensure a captive market of students. MLA has realized, as did the ABA, that professionalization involves control over the market and professional control is traditionally exerted through public regulation. It followed the lead of law in using organization power to regulate its membership. It recognized that academic organizations do not lead but follow. MLA escaped the ALA with its disparate purposes and undefined goals to create a professional organization based on subject specialization.

This pattern of development is not unusual.

It is most probable that law librarianship, like medical librarianship, must follow this same path of achieving professional status identification with its subject specialty and organizational control over entry level competence of its practitioners. In this aspect, both law and medical librarianship are similar to accountancy, which remains grounded in business education.

B. A comparison of education programs in other professions.

Business, accountancy, medicine, and law have all attempted, with relative degrees of success, to develop professional programs and to regulate the members of their profession through admission rules and disciplinary codes. Each field has gone through a similar transition. The individuals in performing services for others develop a body of knowledge that then can be taught to apprentices. After a period of apprenticeship programs, teaching is then transferred to the traditional atmosphere of the classroom. At first, the purpose is to standardize practical training; however, in each field, the expansion of the body of knowledge within the field requires a change to research and theoretical instruction which could be measured by traditional academic norms.[17]

Law librarianship, with its roots in two fields, can be compared to accountancy, rooted in the field of business education. Business schools were first located in social science departments. The programs were not independent, and the subject matter was undefined, lacking coherent mathematic and social science principles. The earliest program, the Wharton School at the University of Pennsylvania, attempted to combine social science with a practical business education. On the other hand, some schools such as the School of Commerce, Accounts, and Finance at New York University were founded to assist Accountants to pass the certified public accountant examination. In other words, professional education began in an attempt to provide coherency to a growing body of knowledge. The paths that education took might then be determined by outside factors such as licensing or by an institutional demand for academic content.[18]

BUSINESS

Business education developed in two directions, the academic programs which eventually grew into graduate programs stressing theoretical instruction and the practical education programs of business colleges. A major force in the development was the American Association of Collegiate Schools of Business which as accrediting agency for business programs, helped to shape the standards for professional education in business. It is doubtful whether business has reached the status of a profession as defined above; however, the trends toward graduate business education and a coherent specialized body of knowledge stressing theoretical content have increased the acceptance of the field as a true profession.[19]

Within the field of business, the specialty of accountancy stands out as a highly professional field. The CPA is licensed by the state, and ethical standards for accountants are espoused by the American Institute of Certified Public Accountants. Professional accountancy programs, like law training, provide a competency level curriculum common to all practitioners. But like law librarianship, accountancy is rooted in another discipline, business education, and has been unable to achieve autonomy. The AICPA is now attempting, against the resistance of graduate management programs, to establish autonomy in curriculum and faculty. Accountants view the field as similar to law in needing to develop separate, autonomous programs. However, opponents view the move as fragmenting a holistic educational program of professional education. Recent trends indicate that accountancy will remain in professional business education because of the cost of providing separate facilities and programs. Legal education gained autonomy at an earlier time. Now the economics of education requires consolidation rather than autonomy. For accountancy the trend appears to be, like medical librarianship, an accommodation of combined academic programs and professional control through state licensing and continuing education.[20]

MEDICINE

Law and medicine both have experienced the same interplay of practical need for entry level competency and real need for theoretical knowledge that will last a life time. Medicine is undoubtedly accepted as a profession; however, this status

was not easily attained. Once again we see the familiar pattern of practical apprenticeship systems followed by consolidation into an academic program and the concomitant dilemma of practical versus theoretical training.

Medical education in its present state was shaped by the creation in 1904 of the Council on Medical Education of the American Medical Association. By the 1930's state licensing law defined the academic requirements for admission to medical school and the subject matter to be taught there. In contrast to law, medical education combined core curriculum with practical clinical education. However, even this attempted resolution of the practical-theoretical conflict has created continuing problems between the demands of classroom training versus practicum. Medical education unlike any other field under discussion has the resources to provide both autonomous curricular programs and clinical programs because of heavy infusion of government monies not available to other fields.[21]

All of these fields have shown a similar trend in development. Each is to some extent still struggling with problems of theory or practice, internal discipline, and professional status. Medicine, business, and law have all used their professional organizations to obtain control over practitioners in the profession, usually through state regulation. In all instances, public pressure in the form of licensing requirements and standards of public accountability has mandated systems of entry level competency requirements, carried out through standardized education programs and examination.[22]

C. Continuing Education

A possible result of standardized competency at the entry level is an increasing demand in these professions for continuing education. This result occurs because programs, either by design or demand, are tailored to prepare students to successfully pass licensing examinations rather than to provide a theoretical understanding of the discipline.

Continuing education includes taking advanced academic programs beyond the terminal degree as well as a newly emerging concept of refresher courses, seminars, and institutes. At first the movement was voluntary, but, at least in law and medicine, continuing education programs are now becoming mandatory requirements for practice.[23] But there is more justification for continuing education than the standardized learning requirements imposed by entry level competency examinations. Just the great mass of raw materials in each professional field creates a demand for continuing education.[24]

One must not overlook, moreover, the pressures placed on professionals by new standards of public accountability. Professionalization, through defined standards of competency, has led to the creation of an identifiable, measureable person. And, in turn, standardization - -assisted by public pressure - - created a new need for specialization through continuing education. Law, medicine, and business may be unique in the amount of state regulation affecting them and in the power of their professional associations. However, we have also seen that, to some extent, medical librarianship is beginning to exercise the same control over its practitioners in terms of entry level competency and continuing education.

The question becomes, do law librarians want or need this same degree of professionalization and market control. To answer that we must determine whether our intent is to create ethical standards of conduct and provide for internal discipline of unethical members, to enhance our monetary rewards through a scarcity of labor, or to increase our effectiveness in service to the public. With respect to disciplinary standards, the experience of other fields indicate that professional standards of behavior will be imposed by state regulation.[25] Moreover, it may be unrealistic to assume that professionalization necessarily means increased monetary rewards. We will need much more information about the effect of entry level competency requirements on medical librarianship before making a decision on that issue.[26]

If, however, our goal is increasing our effectiveness in serving our public, then we should consider whether professionalization, if it means standardization, will serve our purpose. At least, we should be very careful not to develop a trade union attitude that militates against experiment.[27] To harken back to law school accreditation standards, do we want standards that quantify and set minimums or that stress quality of resources and allow for new developments in uses of resources, people, and technology.[28]

The AALL is considering change and development, and we should neither unthinkingly resist it or wholeheartedly accept it without consideration of the effect of change. We, on the Education Committee, ask the membership to consider our proposals and determine how the proposals might best be implemented, if, indeed the membership believes change and development is essential.

I am committed to change and development that assists us to effectively serve our public. At the same time, I am opposed to change that will only standardize, minimize, and quantify. I hope to see the AALL become an effective instrument for well-reasoned change and development in the practice and teaching of law librarianship.

Footnotes

1. R. Roy and J. MacNeil, Horizons for a Profession 31-32 (1967); M. Liebermann, "Principles of Educational Preparation." 153-169,in L. Bone, ed. Library Education: An International Survey (1967) gives a similar definition," (1) a unique, definite and essential social service; (2) an emphasis upon intellectual techniques in performing its service; (3) a long period of specialized training; (4) a broad range of autonomy for both the individual practitioners and for the occupational group as a whole;(5) broad personal responsibility by the practitioners for judgments made and acts performed within the scope of professional autonomy; (6) an emphasis upon the service to be rendered in addition to (or rather than) the economic gain to the practitioners, as the basis for the organization and performance of the social service performed: (7) a comprehensive self-governing organization of practitioners; (8) a code of ethics which is formulated, interpreted, and enforced by the practitioners as a corporate group." However, this definition is more normative than descriptive.
2. Gee & A. Jackson, "Bridging the Gap: Legal Education and Lawyer Competency," 1977 Brigham Young Univ. L. Rev. 695, 721-29.
3. Id. 733-45.
4. See, A Review of Legal Education in the U.S. Fall 1977: Law School and Bar Admission Requirements. A.B.A. Section of Legal Education and Admission to the Bar.
5. Gee and Jackson, supra note 2 at 910-13.
6. Association of American Law Schools. "Standard 8.3(a) The Librarian should have both legal and library education and he should have met the certification requirements of the American Association of Law Libraries"; American Bar Association. Standards and Rules of Procedure, As Amended, 1977, Approval of Law Schools.

Footnotes

6. "Standard 605 (a) The Law Librarian should have a degree in law or library science and shall have a sound knowledge of library administration and of the particular problem of a law library."

7. C. Williamson. Training for Library Service: A Report Prepared for the Carnegie Corp. of New York. 1923.

8. R. Downs, "Education for Librarianship in the United States and Canada," 1-20, in L. Bone, ed. supra. at 1, 4, 5, 9, 10, 13.

9. Id.

10. Id.

11. Parsons, "Accreditation in Legal Education and in Education for Librarianship, 1878-1961", 68 Law Lib. J. 137, 143 (1975).

12. Roper, "Special Programs in Medical Library Education, 1957-1971," 61 Bull. Med. Lib. Assn. 387, 397 (1973).

13. Id. 388

14. Roper, supra. n. 12 at 392-97.

15. MLA Certification Examination for Health Sciences Librarians. Medical Library Association, Division of Education, Chicago, Ill.

16. Id. 16.

17. Gee & Jackson, supra n. 2 at 794-95.

18. Id. 798-99.

19. Id. 801-803.

20. Id. 805, 807, 810-14, 815, 821-22, 825.

21. Id. 826-30, 833, 837

22. Id.

23. Id. 839-40.

24. J. Harrison, "Advanced Study: A Midatlantic Point of View," 329-336, in L. Bone, ed., supra n. 1 at 334-35 on advanced certificate programs in subject specialities.

Footnotes

25. M. Leiberman, supra. n. 1 suggests that in teaching certification is a substitute for an inadequate reward system.

26. Roper notes in Roper, "Special Programs in Medical Library Education, 1957-1971: Career Characteristics of Two Groups of Medical Librarians," 62 Bull. Med. Lib. Assn. 405, 411-12 (1974) that early returns indicate programs students have higher employability at better salaries and more job opportunities in specialized placements.

27. L. Carnovsky, "Evaluation and Accreditation of Library Schools," 131-51, in L. Bone, ed. supra. n. 1 at 133.

28. Gee and Jackson, supra n. 2, state that accreditation rules and bar admission requirements have prevent legal education from experimenting with new models of education as two year programs with a third year practicum. Accreditation rules have also prevented experimentation in library technology, see, Kelso & Kelso, "The Future of Legal Education for Practical Skills: Can the Innovations Survive," 1977 Brigham Young Univ. L. Rev. 1007, 1112.

Sarah K. Wiant: Education Committee Proposals for Continuing Law Library Education.

A. AALL EDUCATION ACTIVITES

The concept of continuing learning is not a new one in the field of education, nor is it new to the profession of librarianship, or law librarianship. It has been stimulated by advances both technological as well as sociological.

The diffusion of legal study forces the recognition of several distinct trends in legal education.[1] One is specialization, evidenced by departmentalization in law firms or by the fact that whole law faculties have difficulty in discussing technical aspects of the law in the general curriculum. A second tendency, the interdisciplinary and interdepartmental nature of the quest for legal knowledge, creates new learning demands for faculty and students and concomitantly will change the curricula of law schools and library schools.

Conflicting interests and the demand brought about by the proliferation of legal subject areas have deeply influenced education for law librarianship. The complexity of legal literature and the explosion in the information industry created the demand for a professional to administer law libraries.

As far back as 1937, the American Association of Law Libraries (AALL) promoted professional achievement by providing a variety of programs.[2] Since that time AALL attempted to meet the demands of its membership for new materials and continuing education.

In the early fifties, a series of biennial institutes covering such topics as legal bibliography, acquisitions, cataloging, and library administration began.[3] These programs formed the basis for the series of Rotating Institutes, commenced in 1964 and offered through 1975.[4]

In 1975, the Education Committee surveyed the membership to determine

"the characteristics of AALL members and their continuing education needs."[5] The results of this survey have served as a basis for program planning; subject matter as well as length and format of programs offered since 1975 are based on this survey. The continuing education program now includes a number of one-day workshops and three-day institutes on topics selected from the survey.

B. PROPOSALS FOR AALL CONTINUING EDUCATION

In the past five years, the number of continuing education and special interest units of AALL have greatly increased.[6] The attempt to satisfy subject needs of the Association's membership within the time constraints of the annual convention became increasingly more difficult to resolve. More importantly, as special interest sections and chapters assume educational functions, the role of the Education Committee came into question. President Coco, in 1978, issued the following directive to the Education Committee to report:

1. Whether the Education Committee should continue to run the workshops. The alternative would be turning them over to Special Interest Sections.
2. Whether the Education Committee should maintain:
   a. A central clearinghouse for program review of regional chapters.
   b. Suggested program formats for regional chapters.

In an attempt to determine the extent of these responsibilities and to draft recommendations for the Board, the Committee took a careful look at the organizational structure of other continuing library education programs.

The American Library Association has not resolved the question of development of its continuing education programs. Several divisions within ALA have their own continuing education committees and sometimes within a

single division there are several committees, some of which have undertaken education functions. Because of the varied subject interest of the ALA membership, it would be difficult for the Association to offer an intensive educational program. AALL, on the other hand, can and should offer a more ambitious program.

The interests of AALL can, perhaps, be more closely identified with those of the Medical Library Association; however, there are two fundamental differences. Unlike the profession of law librarianship, medical librarianship has never adopted the concept of attaining the host discipline's terminal degree. Many law librarians, on the other hand, have undertaken full academic programs in both law and library science to improve their employment profiles.[7]

Another difference between the two professional organizations is that the MLA membership does not have the diversity of types of librarianship nor so many members at different entry levels.[8] The AALL membership, serves a widely diversified group of users such as firms, county libraries, corporations, and law schools to name just a few.[9] The dissimilarities in the educational foundation of the two professions and in the membership constituency will have an effect on the type of continuing education system that each develops.

After much consideration on how best to involve all interested AALL members in a discussion of continuing law library education, the Committee decided to hold an open forum at the American Asociation of Law Schools Convention in Chicago in January, 1979. Invitations were extended to all Chapter heads, Special Interest Section heads, Committee chairpersons, Board members and Education Committee members. Approximately thirty people convened to address the question of the purpose of the law librarian's continuing programs. Is it to promote our image? Is it to continue education?

Is it to bring us up-to-date in our field? Is it for certification or re-certification? Or is it for self-satisfaction? The participants were further questioned on how to achieve any education goals we set for ourselves. Should the SIS groups assume the Committee's responsibilities for workshops, for institutes or for both? Should CLE be handled at the national, regional, state, or local level? From our discussion came a number of recommendations for viable methods for achieving the goals of continuing education for law libraries. A report of this meeting, including the recommendations for the future role of the Committee, with respect to planning, organization and coordinating of AALL Continuing Law Library Education activities, was sent to the AALL Executive Board this spring. Not all of the recommendations specifically deal with the Education Committee, some deal with the overall structure of AALL. Because of the importance of continuing education, the Committee felt it was appropriate to include these recommendations. The recommendations are divided into two groups; the first eleven recommendations deal with proposed Education Committee responsibilities.

RECOMMENDATIONS

1. There is a need for coordination of any CLE program decided upon by the AALL.
2. The Education Committee of AALL should serve to oversee CLE efforts of the AALL.
3. The Education Committee's structure should be reorganized; the new membership should include an education officer selected by each AALL chapter, Committee, and SIS Group, and two or three AALL members-at-large appointed by the President.

4. The Convention Program Chairperson appointed by the Vice President/ President Elect should sit on the Education Committee. We recommend this person be appointed soon enough to sit on the Committee for one year before assuming the responsibilities of Convention Program Chairperson.

5. The Education Committee will coordinate the program content of the national convention.

6. All convention workshops and institutes presented for full membership will be approved by the Education Committee and submitted to the Board for final approval.

7. Workshops or institutes at the national convention will be sponsored by SIS Groups and other AALL Committees with the technical assistance of the Education Committee.

8. The Education Committee will review and approve national workshops and Institutes that could then be offered for replication at the chapter level.

9. The Education Committee will develop CLE packages based on national institutes and workshops for replication at the chapter level.

10. The Education Committee will develop other CLE packages with the assistance of other AALL members for replication at the chapter level.

11. The Education Committee should be established as the clearinghouse for approval, advice and assistance of all AALL CLE activity.

THE BOARD

The Education Committee is of the opinion that the following suggestions to the Board will be of assistance to the AALL and the Education Committee in the reorganization of continuing law librarian education programs.

12. The Board should set a time limit on national convention. It is suggested that the workshops should take two days and the convention program three days. A convention should be no longer than five days, possibly Saturday through Wednesday.

13. The Board should hire an Executive Director for AALL who will, as part of his or her duties, begin a study of law librarian continuing education, including certification and re-certofication.

14. The newly appointed Executive Director should have, as a main assignment, increasing the recognition of AALL as a professional organization. This task will include creating strong relationships with library science schools, the Bar Assocation, the courts, law schools, the AALS, and other law related associations.

COMMENTS

There is a consensus among Board members and Committee members that coordination is necessary by the Board, the Education Committee or a combination thereof, and, until such time that AALL has an executive director, the Education Committee should continue to have primary responsibility for the overall continuing education efforts of the Association.

There is a need for the reorganization of the Committee. Recommendations three through five suggest the combination of some responsibilities to avoid duplication of meetings and to provide for coordination for time and space allocation. A Committee comprised of representatives from each chapter and SIS group who know the needs of their own constituencies will be able to provide better selection for workshops and institutes. This Committee will coordinate its activities with those of the convention program chairperson. Some of the problems of coordinating might be alleviated by the appointment of an executive director.[10]

In recommendations six, eight and eleven, the Committee is suggesting that it be given wide approval powers subject to final approval by the Board. Any chapter could participate in a replication of packages based on national institutes and workshops, or any other CLE package. Certain questions arise as to who presents these programs? How are they to be packaged -syllabi, resource books, video cassettes?

Who funds the production? Will these materials be for sale or lease? How are they to be made available to the chapter or other interested groups?

There are various CLE models the Committee can look to in determining the packaging of these programs. State bar associations and other groups package programs only for distribution. Packages such as this are not formally presented at meetings. This type of packaging operates with little control from the parent organization. Or, we could follow the MLA model where total control over education programs comes from the National Headquarters. The Office of Education, under such a program, is responsible for deciding what course syllabi will be done. The director will solicit people who will write the designated course syllabi for a set fee and the director will also maintain a list of instructors competent to teach the course offerings.

The issue that has raised the most responses to the recommendations, particularly number 13, is whether the AALL is moving toward mandatory certification or re-certification similar to that of the MLA program or several Bar programs. The Education Committee is not suggesting that certification be utilized to overcome a deficiency in control over educational programs. An education policy should be drafted and instituted first, and, once we have decided that question, we should address the question of certification or re-certification. The Education Committee is recommending only that an Executive Director be appointed and that part of his or her responsibilities include a study of certification. When that study is undertaken, the membership should address a number of questions. Does the AALL Membership feel that certification enhances the status and recognition of the profession? Does this recognition come from peers only or does it have an appreciable effect on employers? More specifically, does certification enhance salary benefits or other conditions of employment? In any event, certification should be the end and not the beginning of a long term commitment to law librarian education programs.

The Education Committee in its recommendations is looking toward more involvement at the chapter and local level. Many of our members cannot afford to attend national conventions, and we are unable to accommodate all of those who do want to come to our convention workshops. This year, we repeated the Workshop on Legal Memoranda in three locations, and the response was excellent. In 1980, we will offer the Workshop on AACR II for administrators in at least two locations.

Our final panelist, Beth Gwynn, is both a national Education Committee member and Chairperson of Ohio Regional Association of Law Libraries (ORALL) Education Committee. She will speak on ORALL'S efforts to begin a needs assessment to determine the continuing education needs of its membership. The AALL Education Committee recommendations are dependent upon active education commitment at the local and chapter level. ORALL may present us a model for continuing education.

Footnotes

1. "Continuing Education for Law Librarians - a Panel" 65 Law Library J., 382 (1972)

2. Gasaway and Margeton, "Continuing Education for Law Librarianship," 70 Law Library J., 39, 46 (1977)

3. Morse, "New Directions in Education for Law Librarianship," 70 Law Library J., 329, 331-333 (1972)

4. Id.

5. Gasaway and Margeton, supra note 2, at 39.

6. See, Report of the Education Committee, 71 Law Library J., (1978); Report of the Education Committee, 70 Law Library J., 404 (1977); Report of the Education Committee, 69 Law Library J., 414 (1976); Report of the Education Committee, 68 Law Library J., 354 (1975); Report of the Education Committee, 67 Law Library J., 435 (1974).

7. Cohen, "Education for Law Librarianship," 11 Library Trends 306 (1963). The trend in law library education has been away from training for the highest positions into the profession, the focus on training for the largest group of law librarians, those in medium sized or smaller libraries. There are still arguments as to the proper balance between law and library science. Id., at 308-309.

8. Roper, "Special Programs in Medical Library Education," 1957-1971: Part III, "The Trainee," 62 Bull. of the Medical Library Assn., 397 (1974)

9. Gasaway and Margeton, supra note 2 at 50-51.

10. See, Roper, MLA Continuing Education Activities, 1964-1974: "A Decade of Growth and Development," 63 Bull. of the Medical Library Assn. 180 (1975). A full time Director of Education was employed by MLA in 1972 to assume many of the responsibilities of the Committee

relieving the Committee of many routine administrative responsibilities such as registration, printing, and storage of syllabi. As the office of Director of Education assumed more procedural activities, the Committee was able to spend more time on planning programs.